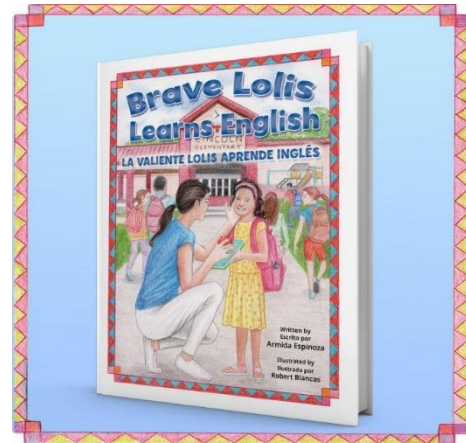


# *Brave Lolis Learns English –La Valiente Lolis Aprende Inglés Educator’s Guide*



## **ABOUT THE AUTHOR - ARMIDA ESPINOZA**

Armida Espinoza is a first-generation Mexican American, retired bilingual teacher. Armida’s story is a genuine reflection of her own life experiences which mirrors our protagonist, Lolis’s journey. To this day, millions of English language learners continue to face the same hurdles. Armida hopes to write stories that shed light on the academic and emotional challenges second language learners face, meeting them where they are and validating the reality they live. She speaks from the heart as we follow Lolis on her inspiring and heartfelt journey. It is Armida’s hope that second language learners might glean insight from her experience on how to walk through their fears and insecurities in life by providing them with techniques that can help them manage their inner voice.

Armida is an alumni member of the Children’s Book Masterclass Program, a member of the Society of Children’s Book Writers and Illustrators (SCBWI), and is currently enrolled in the Publishing Mastermind class.

Armida currently lives in Fresno, California with her husband, Leonard, and three furry friends, Luna, a boy named Sue, and Cutie Boy.

## **ABOUT THE ILLUSTRATOR - ROBERT BLANCAS**

Robert Blancas is an Artist from Fresno, CA. From a very young age, Robert developed an interest in drawing, but it wasn’t until his Mother bought him a comic book, that he knew he wanted to pursue a career in Art. Robert was so blown away by the Art that he wanted to learn all he could about it. After a few years of studying books on his own, it wasn’t until Robert attended Fresno State where he began to develop his own style. What Robert experienced and learned at Fresno State is still very much used today in the techniques and concepts of all of his current Artwork.



Currently, Robert makes his living doing Graphic Design for various clients and Freelance Art for anyone who gives him the opportunity. He lives in Fresno with his 3 children who are all pursuing dreams of their own.

To view more of Robert's Artwork, visit his personal website at: [robertsimages.com](http://robertsimages.com)

## **ABOUT THE BOOK**

*It's Lolis's first day of school, and while she should have been playing games and making new friends, Lolis feels overwhelmed.*

*To pass the first grade, Lolis needs to learn English. But, as a second language learner, Lolis feels alone and hopeless.*

*It's up to Lolis to learn a second language, pass the first grade, and conquer the impossible all on her own. But maybe the impossible isn't as unreachable as she thinks.*

Throughout my 20 years in education, I saw my share of the millions of second-language learners facing the intimidating task of learning English. And while school districts worked to put in place systems to help with the transition of learning a second language, the process can easily take up to seven years, if not longer, which can feel like an eternity for a child. The emotional roller coaster these children, like Lolis, go through day in and day out, can often crush their spirit, losing hope that they will ever learn English.

Students must be given tools by which to manage that nagging inner voice that surfaces throughout the day, when not understanding what is being asked of them, or how to communicate even their basic needs. I am writing this book for each one of these students, in hopes that they might one day come across it, and glean insight into how Lolis overcame her fears, her insecurities, and how she took control of her inner voice.

## **RESOURCES**

Below are applicable Common Core Standards along with activities that can be adapted for differentiated instruction for students as needed.

### **STANDARDS**

CCSS.ELA-LITERACY.W.2.3 Write narratives that recount a well-elaborated event or a short sequence of events. Include details to describe actions, thoughts, and feelings; use temporal words to signal event order and to provide a sense of closure.

CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading, being read to, and responding to texts.

### **GUIDED READING DISCUSSION QUESTIONS**

The following questions can be discussed as each page is read or at the end of the story. The questions are intended to allow the students to reflect on how they themselves might be feeling, as they learn something new. The questions are aligned with different pages of the story.

Page 4 – 7

1. What is going through Lolis's mind being stuck at the letter "G"?

2. Have you ever forgotten something that you learned when you're taking a test? What were the feelings that you experienced? How did you feel about that?
3. Why does Lolis think she's disappointing her teacher?
4. How does it feel to think that everyone might be smarter than you?

Page 8 – 12

5. Do you think Lolis is tired or just disappointed in herself?
6. What other language does Lolis know how to read?
7. Why doesn't Lolis tell her parents about what happened? Would you tell your parents if you were in Lolis's position?

Page 15 – 18

8. How is Lolis feeling physically?
9. Why doesn't Lolis say something to the teacher about how she's feeling?
10. Why doesn't she talk to the other kids about how she's feeling?
11. What could Lolis have done to help the situation? What would you do if you were Lolis?

Page 20 – 21

12. What happens when Lolis just can't take it anymore?
13. Have you ever not wanted to go to school because you didn't know enough English or didn't understand? How did you feel?

Page 22

14. Is learning English easy for her mother or is she just telling herself that?
15. Why does the mother tell herself that learning English is easy? Does the mother learn English right away?
16. Is what the mother tells herself positive or negative?
17. What is the difference between telling yourself something positive instead of something negative? Was Lolis telling herself something positive or negative at the beginning of the story?
18. What are some negative things you tell yourself? How can you reword your negative comments to make them positive?

Page 24

19. What has changed in what Lolis is telling herself now, compared to what she was telling herself at the beginning of the story?
20. How do you think Lolis is feeling now? Why is Lolis now able to get past the letter "G"?

Page 26

21. Why does Lolis close her eyes? Is she thinking something positive or negative? If you were Lolis, what would you tell yourself?

Page 30

22. Why do you think Lolis takes a deep breath?
23. What is going through Lolis's mind when her negative thoughts come back?

24. What does Lolis do to change what she is thinking from something negative to something positive?

Page 32

25. What gives Lolis the courage to read out loud?

Page 34

26. What does Lolis share with her classmate?

Page 36

27. Why do you think Lolis is happy when Ms. Martinez announces that she's going to test everyone in Spanish?

28. How many of you know how to read and write in Spanish? Who taught you?

Page 38

29. What does Lolis share out with her parents that is different from her feelings at the beginning of the story? What has changed, overnight?

## **WRITING PROMPTS**

As a group, brainstorm how a Second Language Learner might feel during the first week of school.

1. Draw a picture and write about your own experience.
2. Discuss what are some negative thoughts you might be telling yourself and how they can be changed into positive thoughts. Create your own positive saying that will help you should you be experiencing what Lolis experienced when learning something new.